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ABSTRACT

Produced as part of the implementation plan for "Answering the Challenge: Strategies for Success in Manitoba High Schools," this support document provides information for implementing Senior 1 and Senior 2 English Language Arts. Sections of the document provide information related to: curriculum; differentiating teaching and learning; time allotments; grouping students; course designations; Senior 3 and 4; and support to teachers. An illustration of classroom learning environments, a discussion paper on streaming (tracking or ability grouping), and 31 references are attached. (RS)

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High School Review Implementation

Implementing Senior 1 and 2 English Language Arts

A Resource for Teachers and Administrators

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Curriculum Support Document

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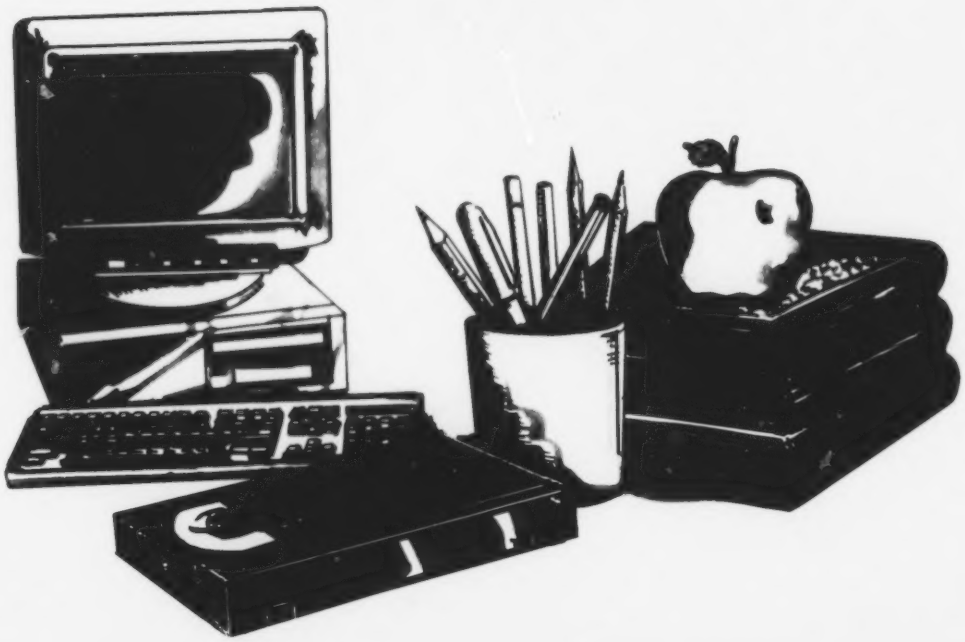
High School Review Implementation

Implementing Senior 1 and 2 English Language Arts

A Resource for Teachers and Administrators



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Introduction

Produced as part of the implementation plan for **Answering the Challenge: Strategies for Success in Manitoba High Schools** (Manitoba Education and Training, 1990), this support document provides information for implementing Senior 1 and Senior 2 English Language Arts. **Implementing Senior 1 and 2 English Language Arts: A Resource for Teachers and Administrators** is supported by **English Language Arts: Differentiating Teaching and Learning in Senior 1 and 2** (1993), which presents practical ideas for classroom teachers. These support documents are additions to the existing English Language Arts curricula (**English Language Arts: Overview K-12** (1988), **English Language Arts: Grades 9-12** (1987), and **English Language Arts: Senior Years (9-12)** (1991).

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1. What is the Purpose of This Document?

I. What is the Purpose of This Document?

The space on the left hand column of each page is provided so that you can write down your ideas, notes, questions, and reflections.

The purpose of **Implementing Senior 1 and 2 English Language Arts: A Resource for Teachers and Administrators** is to provide educators with information for implementing Senior 1 and 2 English Language Arts within the framework of the high school review implementation process as described in **Answering the Challenge: Strategies for Success in Manitoba High Schools** (June, 1990) and **Implementation of the High School Review: A Resource for Administrators and Teachers** (June, 1992). **Implementing Senior 1 and 2 English Language Arts** provides information related to

- Curriculum
- Differentiating Teaching and Learning
- Time Allotments
- Grouping Students
- Course Designations
- Senior 3 and 4
- Support to Teachers

II. Curriculum

II. Curriculum

How do the new high school program models affect English Language Arts?

The various program models[1] outline English Language Arts programming as follows

English Language Arts in the new High School Program Models					
	The Foundation Years		The Specialization Years		
	Senior 1[2]	Senior 2	Senior 3	Senior 4	Total
Regular High School Program Model	2	1	1	2[3]	6
Vocational Education Program Model	2	1	1	1[4]	5
French Immersion/ Français Program Models	1	1	1	1	4 Anglais +4 Français language courses
Implementation Schedule					
Voluntary	91-92	92-93	93-94	94-95	
Compulsory	92-93	93-94	94-95	95-96	

[1] **See Answering the Challenge: Strategies for Success in Manitoba High Schools** (June, 1990), pp. 27-33, and **Implementation of the High School Review: A Resource for Administrators and Teachers** (June, 1992), pp. 4-6.

[2] The two credits (220 hours of instruction) at Senior 1 are to be viewed as a **single** course with **one grade reported**; preferred delivery of this course would see one teacher responsible for instructing a group of students throughout the 220 hours of instruction.

[3] The two credits at Senior 4 will be designed as separate and distinct course offerings (i.e., Senior 4, 1st credit and Senior 4, 2nd credit). **Administrators should note that students currently completing only Grade 12 Core will be required to complete an additional credit when Senior 4 is implemented; this additional credit in the Regular High School Program Model may have staffing and timetabling implications.**

[4] In the Vocational Education Program Model, Senior 3 and 4 English Language Arts may have a focus on the applied use of the content. Support materials will be produced for teachers.

What is the curriculum?

Senior 1 and 2 are the final layers of the foundation years. During these foundation years, the intent is to provide learners with access to a core curriculum with common essential learnings. The goal is to set high expectations for all students, and to provide them with a strong literacy foundation prior to moving into the specialization years of Senior 3 and 4.

The curriculum for senior years English Language Arts was designed in 1987 as a **core** educational experience for **all** students, using a differentiated approach to structuring teaching and learning experiences. Therefore, **the existing curriculum guides continue to be mandated for Senior 1 and 2 English Language Arts instruction.**[5]

What curriculum guides do I need to plan instruction?

The following curriculum guides are available to assist teachers in planning for instruction

- **English Language Arts: Overview K-12** (1988) outlines the research basis for the curriculum as well as the goals and objectives for each grade level
- **English Language Arts: Grades 9-12** (1987) contains information related to the program of instruction at each of Senior 1-4

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[5] The mandated curriculum will be the basis for **divisional** summative examinations in English Language Arts. These divisional examinations are scheduled to begin province-wide at Senior 3 in 1994-95 and at Senior 4 in 1995-96. These examinations will constitute 30 per cent of students' final marks. Guidelines for developing curriculum-congruent English Language Arts examinations will be available in 1993.

Based on the mandated curriculum, English Language Arts will be the focus of a **provincial examination** at Senior 4 in 1995-96 for students in English language schools and French Immersion programs. This examination will count for 30 per cent of the student's final mark in English Language Arts in 1995-96. Teachers should consult **Answering the Challenge** (pp. 23-24) and **Implementation of the High School Review** (p. 12) for further information related to examinations. Manitoba educators will be invited to participate in the process of developing and scoring a curriculum-congruent provincial English Language Arts examination.

There will also be an English Language Arts Assessment conducted in 1995-96.

- **English Language Arts: Senior Years (9-12)** (1991) provides teachers with practical ideas related to reading, writing, listening, speaking, language study, literature, and thinking in senior years English Language Arts
- **English Language Arts: Differentiating Teaching and Learning in Senior 1 and 2** (1993) and **Strategic Instruction: Differentiating Teaching and Learning Across the Curriculum, Senior 1-4** (1993) are additional practical resources for classroom teachers

What do Administrators Need to Know?

Administrators should review the following

Curriculum Implications for Administrators	Checklist for Administrators
See **English Language Arts: Overview K-12** (1988), pp. 23-24.	See **English Language Arts: Overview K-12** (1988), pp. 27-29.

What do Teachers and Administrators Need to Know?

Teachers and administrators should review the following sections in the curriculum documents

- **English Language Arts: Overview K-12 (1988)**

  Major Emphases, pp. 2-3
  Learning Goals K-12, pp. 3-4
  Correlation of Student Objectives and Goals
  Senior Years, pp. 10-13
  Implications (of the curriculum) for the Teacher, pp. 25-27
  Checklist for Teachers, pp. 27-29

- **English Language Arts: Grades 9-12 (1987)**

  Objectives for the Student, pp. 5-9
  Program Framework, p. 10
  Levels of Engagement. p. 10
  Instructional Emphases, pp. 11-13
  An Overview of the Senior Years, p. 14
  Grade 9 (Senior 1), pp. 43-61
  Grade 10 (Senior 2), pp. 63-83

Further practical information related to the delivery of senior years instruction and language development through literature, language study, listening, speaking, reading, writing, and thinking is found in the curriculum support document, **English Language Arts: Senior Years 9-12** (1991).

An "Overview of the Senior Years" is on page 11, followed by the "Senior 1 and 2 Overviews" which outline the levels of engagement, instructional emphases, and program aims for Senior 1 and 2 English Language Arts. These parameters are identical to those originally specified for Grades 9 and 10. (See **English Language Arts: Overview K-12**, 1988, pp. 75-77.)

An Overview of the Senior Years*

	The Foundation Years: Senior 1 and 2		The Specialization Years: Senior 3 and 4	
	Senior 1	Senior 2	Senior 3	Senior 4
Engagement	**Level of Engagement: Exploration** Students explore language and literature, using a wide variety of materials, situations, and activities which are particularly suitable for generating ideas and evoking personal response.	**Level of Engagement: Awareness** Students become aware of the social implications of language and communication: an appreciation of the social role of literature.	**Level of Engagement: Evaluation** Students evaluate ideas and style in materials studied and in their own work. They are encouraged to be more critical of stylistic choices made and to use these choices as clues to the intellectual or emotional attitude of the speaker or writer.	**Level of Engagement: Evaluation** Students are required to apply a wide variety of forms (vehicles, media, genres) to various communicative situations in their own speaking and writing. They should demonstrate a knowledge of various philosophic and cultural influences on language and literary forms.
Focus	**Focus of Instruction** Activities are designed to encourage students to reveal and clarify, for themselves, their own opinions and feelings about concerns and ideas of interest.	**Focus of Instruction** Activities are designed which will move students beyond a preoccupation with personal concerns to an awareness of their responsibilities to others in communication, in their roles as listeners, speakers, readers, and writers.	**Focus of Instruction** Activities are designed to allow for a more critical examination of meaning. Students are required to show greater objectivity in their own style and an improved ability to deal with abstract ideas.	**Focus of Instruction** Activities are designed to consolidate the work of previous grades so that students are able to deal effectively with different communication situations, particularly those addressing unseen audiences.
Emphases	**Instructional Emphasis** Three concepts of communication are explored – content, situation, and vehicle – so that students realize how the meaning or content of a communication is related to the situation in which it takes place and the vehicle of expression chosen.	**Instructional Emphasis** Two major communication concepts are emphasized: audience awareness and purpose. Students should be able to see the operation and relationship of all five variables in communication contexts: content, situation, audience, purpose, and vehicle.	**Instructional Emphasis** Style is regarded as the overall effect of language used in communication. Building upon the knowledge gained over the previous two years, students are made aware of the power and richness of language used in selections and are encouraged to expand and control their own use of language.	**Instructional Emphasis** Emphasized is the application of the communicative and stylistic skills learned from Senior 1 to Senior 3 to a variety of forms.
Appropriate Materials	**Appropriate Materials: Breadth and Variety** Special emphasis on a wide range of materials, both fiction and non-fiction, which will evoke personal responses such as: diaries, autobiographies, descriptive and narrative articles, journals, personal letters, human interest stories, and news items; myths, legends, fables, parables; short stories, one-act plays, science fiction and mysteries, play-scripts, novels/novelettes, ballads, narrative poems, folksongs, improvisations, readers theatre, small-group workshops, scripting, magazines, cartoons, films, videos, commercials, news, and sportscasts.	**Appropriate Materials: Social Contexts** Emphasis is placed on the choice of materials that show the social involvement and responsibilities of the reader, speaker, and writer such as: editorials, notices, public letters, business letters, biographies, articles, journals, reports, essays, short stories, and novels centring on conflict; Shakespearean and modern full-length plays; ballads, sonnets, lyrics; advertisements, cartoons, documentaries, speeches, slide presentations, television, film.	**Appropriate Materials: A Range of Forms** Emphasis is placed on exposure to and the use of a wide variety of styles found in articles, essays, letters, journals, and editorials from various periods and places; novels, short stories and plays from different times, cultures, and places; modern and Shakespearean full-length plays; dramatic monologues, lyrics, sonnets, free verse, allegorical pieces, historical writing, and fantasy; panels, debates, speeches, reports, seminars, songs, films, docudrama, radio/television and live drama, interviews, discussions.	**Appropriate Materials: A Range of Forms** Emphasis is placed on exposure to and use of a wide variety of forms such as: poetry (elegy, epic, sonnet, pastoral, free verse), prose (allegory, biography, psychological novels, short stories), drama (scripts, live, film, radio, Shakespearean and modern), letters, essays, reports, speeches, research papers, editorials, briefs, interviews, seminars, forums, documentaries, abstracts, resumés, newscasts, docudramas, vignettes.

*This overview is reproduced from **English Language Arts: Overview K-12** (Winnipeg, MB: Manitoba Education and Training, 1988), p. 75.

Senior 1 Overview*

Level of Engagement: **Exploration**

Instructional Emphases: **Content, Vehicle, Situation**

The Senior 1 program aims to

- expose students to a wide range of content and communicative functions and encourage them to explore their personal relationships to the areas of study
- explore the specifics of content, vehicle, and situation and how these affect language use

Content

Relevant/irrelevant
Factual/fictional
Familiar/unfamiliar
Concrete/abstract
Functional/imaginative
Historical/contemporary
General/specific
Personal/impersonal
Comfortable/uncomfortable

Vehicle

Spoken/written
Live/electronic
Interactive
- immediate, e.g., telephone
- delayed, e.g., letter
- no interaction, e.g., film

Length of discourse
Mode of discourse
Personal/impersonal
Allowance for, prohibition of
- editing
- explanation
- spontaneous response
- planned response
- interruption

Situation

Formal/informal
Structured/unstructured
Public/private
Comfortable/uncomfortable
Size of audience
Familiar/unfamiliar
Reactive/non-reactive
Point of view or presentational perspective
Vantage point: spatial and temporal relationships
Emotional content: tone, mood, atmosphere

*Source: *English Language Arts: Overview K-12* (Winnipeg: Manitoba Education and Training, 1988), p. 76.

Senior 2 Overview*

Level of Engagement: **Awareness**

Instructional Emphases: **Audience, Purpose**

The Senior 2 program aims to

- develop in the student an awareness and appreciation of the ways in which content, audience, purpose, vehicle, and situation are inter-related
- examine the specifics of audience and purpose

Audience

Seen/unseen
Familiar/unfamiliar
Informed/uninformed
Informal/formal
Historical/modern
Objective/subjective
Supportive/unsupportive
Personal/impersonal
Private (privileged)/public
Age: self, peers, adults

Purpose

Establish and maintain contact
Record – fact, opinion, emotion
Order, inform, instruct
Explain a process
Describe: objects, scenes, feelings
Narrate
Entertain, present an idea, persuade
Mislead
Explore, hypothesize
Express, create
Celebrate, reflect

*Source: *English Language Arts: Overview K-12* (Winnipeg: Manitoba Education and Training, 1988), p. 77.

III. Differentiating Teaching and Learning

III. Differentiating Teaching and Learning

Why a Differentiated Approach?

One of the main goals of teaching is **independence**. Schools are given responsibility for providing learning experiences for students that result in competence in learning for **each** student. Society expects that even after formal schooling has ended, students will have the **knowledge and ability to continue learning throughout their adult lives**. In a rapidly changing society, it is increasingly necessary that students are equipped to work together, and to learn and use a variety of yet to be discovered knowledge.

Knowledge Explosion

The current explosion of knowledge and rapid revision and extension of information makes knowing how to access and manipulate information essential. Complex tasks require workers to share information and collaborate to complete projects. Because students currently in Manitoba schools are expected to change careers and learn new skills four or more times in their adult lives, it is essential that they develop the habits and knowledge to be independent learners.

Strategies For Change

In June, 1990, Manitoba Education and Training released **Answering the Challenge: Strategies for Success in Manitoba High Schools**. This document recommends directions for the next decade in areas such as high school environments, curricula, student assessment and evaluation, and reporting. Strategy 75 focuses on the pedagogy of high school education and the interactions between teacher and students.

Strategy 75 states that

> **The Department will begin a systematic review of all high school curricula to ensure program quality, scope, and rigour through the incorporation of the following**
>
> - **principle of integration of knowledge across subject areas**
> - **language across the curriculum approach in all subject area instruction**
> - **use of differentiated instructional strategies and techniques to allow for curriculum extensions**
> - **use of integrated informational technologies as a tool for learning and instruction**

- **use of a resource-based learning model which uses a wide variety of resources**
- **development of the process skills of analyzing, synthesizing, inferring, and evaluating as well as literacy, numeracy, and communication skills**

Planning for Change

The six directions stated in Strategy 75 require changes to traditional teaching practices and system structures currently in place in Manitoba senior schools. To be effective, change must be planned, and the people responsible for implementation of new strategies must feel knowledgeable and supported. **English Language Arts: Differentiating Teaching and Learning in Senior 1 and 2** (1993) and **Strategic Instruction: Differentiating Teaching and Learning Across the Curriculum, Senior 1-4** (1993), along with earlier English Language Arts documents, provide background knowledge and specific practical examples of techniques and strategies which will support English Language Arts educators in this change process.

Lifelong Learners

Changes in teaching practice are not recommended lightly. The necessity for change is the result of recommendations from educators and parents as well as increasing knowledge about how students learn and about the changing needs of society in this age of exploding information and rapid technological change. Students graduating from Manitoba senior schools in the nineties must be prepared for a lifetime of learning. They must have learned "how to learn."

Skills of Learning to Learn

In their lives, students will be expected to learn new jobs that have yet to be conceived. They will need to act with competence and confidence in cooperative work situations in highly technological work environments. Indications are that the skills necessary to be an independent learner, combined with the social skills to be a team worker, will be crucial in the 21st century.

Literacy

Research into learning suggests that schools must adopt a socio-cognitive view of literacy. Schools need to understand the ways of thinking that are involved in society's uses of literacy. Literacy is viewed as "ways of thinking" not simply as competency in narrow

views of reading and writing. Society is shifting from tasks involving manual processes to tasks involving cognitive processes. As a result, our culture is valuing uses of literacy that require problem solving and reflecting. Schools must provide approaches to literacy instruction that ensure problem solving and reflecting are being valued, learned, and evaluated.

Interactive Learning

Learners learn in the process of interacting with others to complete tasks in meaningful functional situations. Learners learn from interaction, from models others provide, from differing strengths others bring to the learning task, and from direct teacher instruction. Flexible groupings, peer supports, and active involvement in learning positively affect students' desires to learn, and their images of themselves as successful learners. Learning to learn empowers students and alters the ways they see themselves in learning situations.

Communication Education

As well as being able to think in flexible ways, students must be able to communicate their thoughts effectively. Communication education becomes the responsibility of the entire educational community. Teachers must be as aware of learning and communication skills as they are of subject knowledge acquisition.

Integration of Learning

Current learning theory also states that students learn effectively only when new information is integrated with already known information. Learning also occurs best when new information or strategies are practised in supported learning environments. The stage of guided practice that allows for gradual withdrawal of supports as the learner becomes independent at using the new information or strategy in new contexts is critical. This stage is also an area of great learner variability; some learners require little guided practice while others require repeated supported learning situations to become independent learners. (For further related research information, please see the Research Section in **Strategic Instruction: Differentiating Teaching and Learning Across the Curriculum, Senior 1-4**, and the reference lists at the end of that document.)

These new directions become real challenges for educators. Many and varied teaching approaches, strategies, and materials are essential. They allow students with a wide range of abilities, competencies, interests and learning styles to become successful lifelong learners. Teachers are required to continually make choices about strategies, materials, pacing and evaluation of benefit to learners. "Differentiation" provides a framework for making these choices.

What is Differentiation All About?

Differentiated instruction is a complex concept resulting in a wide range of learning experiences and processes that accommodate and celebrate diversity in the classroom.

Attitude

What are differentiated teaching and learning experiences? How do educators provide these experiences? Differentiated instruction is a complex concept resulting in a wide range of learning experiences and processes that accommodate and celebrate diversity in the classroom. It is first of all an attitude that may necessitate a change from the traditional concepts of educators. It does not mean previous concepts are wrong, but it suggests that on the basis of new learnings in the profession educators need to continue growing as they have done in the past.

Teacher as Facilitator

Adopting an accepting attitude toward differentiation requires a widening of perceptions about the culture of the classroom, the patterns of instructional interactions, and, within that context, the educator's role. It requires educators to view teaching as more than an occupation that dispenses knowledge. Teaching should be viewed as a profession of facilitators who are actively involved in the construction of meaning and learning. It is an attitude embracing the belief that learning is student centred and process orientated, and learning to learn focussed.

Strategic Learning

The teacher's role is one of facilitating learning by acting as a catalyst for problem solving and by creating the environmental conditions that support active learning. The teacher must provide demonstrations of the learning process and must model the use of

meaning-making strategies so that students learn how to structure their own learning. Students then become responsible for the coordination and use of these strategies in their interactions with new information and new instructional contexts.

Dynamic Classrooms

To facilitate this view of learning, a classroom becomes a dynamic place where flexible grouping creates opportunities to work with peers of differing abilities, interests, and backgrounds. Teachers select from their repertoire of instructional strategies those that are most appropriate for the individuals and the learning context to create appropriate learning experiences for students. The teacher's role also becomes that of observer of student learning. Assuming this "guide on the side" role instead of the more traditional "sage on the stage" role demands that teachers be actively involved in observing learning, reflecting on those observations, revising instructional plans, and making decisions and choices about the myriad of factors involved in each individual student's progress.

Structuring Experiences

Differentiation, then, describes the possible variations for a teacher to choose from in order to present a specific content in an instructional setting. It is meant to address the variety of learning styles, representational systems, individual skills, multiple intelligences, and background knowledge present within any classroom. It acknowledges that each individual has unique learning needs, and requires that teachers have the knowledge to choose appropriate strategies for presentation and evaluation to meet those learning needs. It recognizes and empowers the teacher as a decision-maker in the classroom. **This does not mean that every student will have an individualized program.**

Differentiation is also directed at the main body of students, those who can conceptually understand the requirements of the core curriculum.

Modified Programs

Differentiated teaching and learning experiences only partly address the needs of students who are unable to understand the objectives of the core curriculum. These students will each require significant modifications or alternative curricula appropriate for their level. Differentiation allows greater social, emotional, and behavioural

acceptance of these students in the classroom, but is unable to address specific special learning needs. These must be addressed through Individualized Educational Plans (IEP); see **Guidelines for Modified Course Designation, Senior 1-4**, (1993).

Differentiation means making adjustments in approved educational programs. It acknowledges that teachers are highly skilled at understanding students' needs and making decisions to meet those diverse needs.

Each Learner is Unique

Teacher as Decision-Maker

To address these areas of uniqueness, teachers make decisions about the learning environments in the classroom.

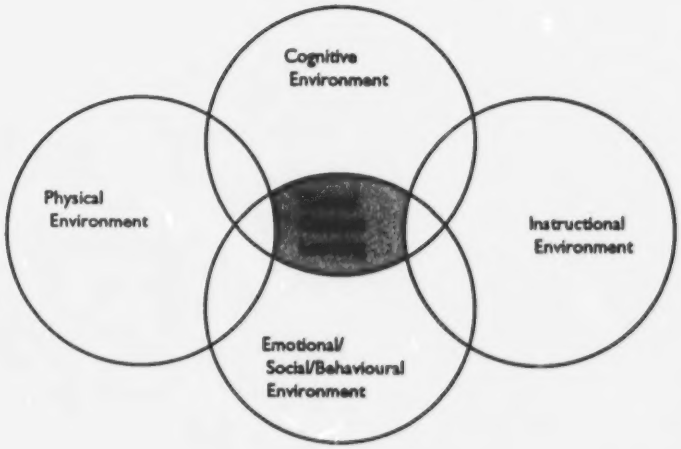
Cognitive environment
curriculum
ability, multiple intelligences
background
metacognitive awareness
representational systems, etc.

Emotional/Social/Behavioural
motivation
task commitment
risk-taking
confidence/self-direciton
learning community

Physical Environment
space (personal)
room arrangement
physical comfort
mobility
noise level

Instructional Environment
goals and objectives
materials
teaching approaches
evaluation

Classroom Learning Environment



Instructional Choices

Within the instructional environment, teachers make choices about adaptations in terms of

- goals and objectives
- materials
- teaching approaches
- evaluation

These choices or adaptations are made on the basis of teacher observation and reflection, and student reflection and self evaluation. (See Appendix A for a Manitoba-designed model for Creating a Differentiated Learning Environment.)

Differentiating Goals and Objectives

The major consideration for each teacher is how to move each student forward and guide him/her to become an independent learner. This goal is not so much met by creating individual learning plans, but, rather, by planning a theme, unit, or sequence of teaching and learning experiences allowing various levels of materials, strategies, responses, and evaluation. This approach encourages each learner to progress. In such a sequence, **all students will have learning experiences and practise opportunities within the framework provided by the goals and objectives of the mandated curriculum**. As well, some students may have remedial learning and practise experiences, while others experience challenging extension activities.

Remediation and extension experiences will not be static across a particular student grouping, but will shift dynamically depending upon the teacher-learning emphasis in a particular assignment, sequence, or unit.

Differentiating Materials

Differentiation celebrates diversity by recognizing that learners have multiple intelligences and that they approach learning in multiple ways. Diversity is best accommodated when teachers move away from single, prescribed texts to a wide variety of materials and resources. It is also best achieved when teachers and students collaborate to choose materials with a wide range of interests and formats, **serving the goals and objectives of the mandated curriculum.**

Differentiating Teaching Approaches

In order to orchestrate learning in a classroom of diverse students, teachers need to reflect on their role as facilitator and supporter of learning. They also need to develop a wide repertoire of instructional strategies to help them make the most appropriate decisions for students about strategies and learning. **They increasingly need a wide assortment of direct, indirect, experiential, independent and interactive teaching strategies at their fingertips.** They need to ensure that these strategies are grounded in solid educational research, and they need to rely heavily on the encouragement and support of colleagues in maintaining an attitude of innovation.

More than ever, teachers need to become highly skilled in facilitating productive group work and shared responsibility for learning.

Differentiating Evaluation

Differentiation also demands that teachers develop a wide repertoire of evaluation procedures that align with the curriculum and the instructional adaptations provided for students. As well, **differentiation seeks to empower students and teachers to be in control of learning.** Evaluation strategies, therefore, should include students' self-evaluations, and strategies planned in collaboration between teachers and students.

Differentiation's Roots

Differentiation then is rooted in an attitude that believes

- each student has valuable things to contribute in a classroom
- diversity is an asset rather than a liability in learning situations
- student involvement and ownership of learning is paramount to progress
- learning is best accomplished in a social context with real problems
- learning is best accomplished when learners feel valued, supported, and part of a community of learners
- teachers facilitate learning and share responsibility for learning with students

Differentiated instruction, at its simplest, is a continuing set of experiences for a community of learners in which each student feels supported enough to explore, develop, or refine new learnings.

English Language Arts: Differentiating Teaching and Learning in Senior 1 and 2 (1993) and **Strategic Instruction: Differentiating Teaching and Learning Across the Curriculum, Senior 1-4** (1993) provide teachers with practical ideas for how to plan differentiated experiences for students.

IV. Time Allotments

IV. Time Allotments

How are Time Allotments Affected by the New High School Program Models?

Time allotments in Senior 1 and 2 remain as specified in the 1987 English Language Arts curriculum guide. Senior 1 English Language Arts is a two-credit course (220 hours of instruction); Senior 2 English Language Arts is a one-credit course (110 hours of instruction).

The approximate ratio of time spent teaching and learning in each of the areas through which language development occurs continues to be

listening/viewing	20 percent
speaking	20 percent
reading	25 percent
writing	35 percent
	100 percent

Since thinking and language are integral to all classroom activities, and since literature[6] is the major classroom resource through which language, reading, writing, listening, viewing, speaking, and thinking are developed, it is assumed that **thinking, language, and literature form the basis for classroom activities. Therefore, no time allotments for these are specified.** Learning experiences are to be organized through an **integrated approach**, keeping in mind the needs of a particular class and its individual students.

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[6] In Manitoba's English Language Arts curriculum documents, the definition of literature has been broadened to include all forms of communication: film, technical manuals, television, radio, magazines, newspapers, song lyrics, cartoons, comic strips, student writing, etc. All forms of communication are, therefore, included in this broad definition. For specific references to the role of literature in Senior 1 and 2 see **English Language Arts: Senior Years (9-12)** (1991), pp. 17-47, **English Language Arts: Overview K-12** (1988), pp. 1-2, and **English Language Arts: Grades 9-12** (1987), p. 7, p. 52, and p. 72.

V. Grouping Students

V. Grouping Students

Who Decides How Students are Grouped?

Decisions related to how students are grouped remain division- and/or school-based decisions. However, Manitoba Education and Training **strongly recommends** that students be grouped in mixed-ability classrooms for Senior 1 and 2 English Language Arts.

In deciding how students in a particular school will be grouped for instruction, educators are encouraged to review Appendix B, "Streaming – A Discussion Paper," prepared by Planning, Research and Policy Coordination. **Strategic Instruction: Differentiating Teaching and Learning Across the Curriculum, Senior 1-4** (1993) contains additional information, in question and answer format, which decision-makers will find useful.

The key to success in Manitoba's schools lies not in how students are grouped, but in the abilities of educators to respond to the diverse needs of students.

VI. Course Designations

VI. Course Designations

How Are Students in Senior 1 and 2 English Language Arts Assigned Course Credit?

Outlined below is information related to English Language Arts course designations and their implications at Senior 1 and 2

- General Course Designation
- Modified Course Designation
- ESL Course Designation
- Specialized Course Designation
- Applied Course Designation

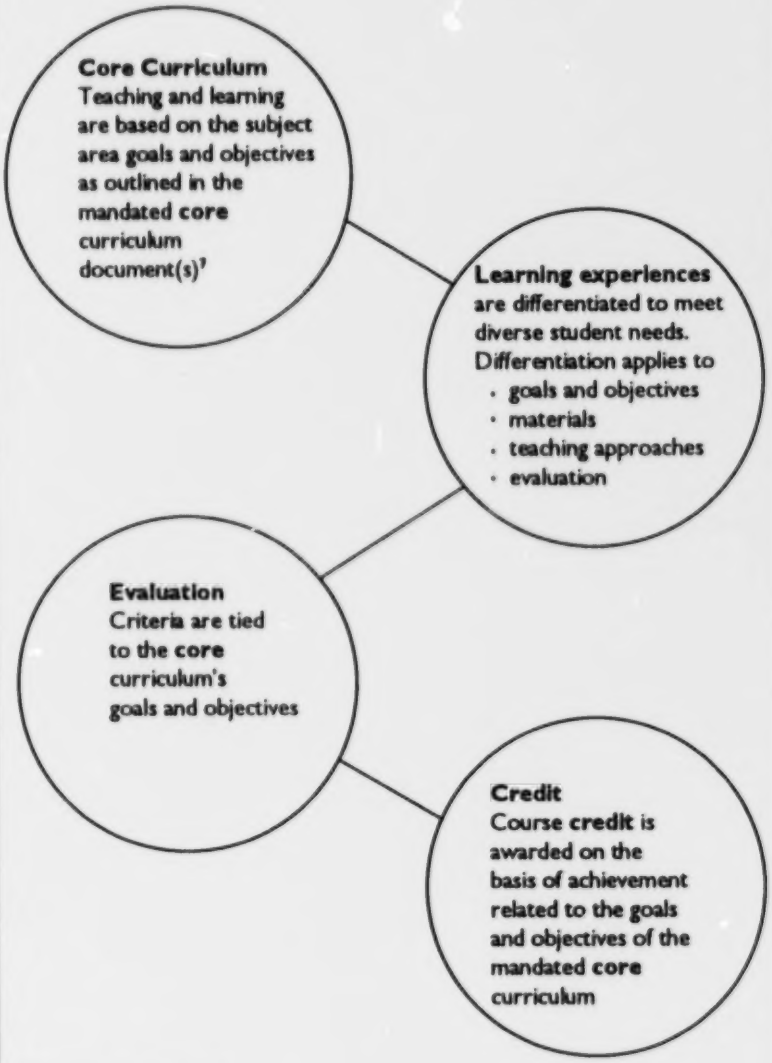
Please consult **Implementation of the High School Review** (June, 1992), p. 9, for the implementation schedule of the new course numbering system that has been designed to reflect changes in course designations.

General Course Designation

The general course designation (G) provides a designation for English Language Arts courses with a core curriculum of common essential learnings.

The diagram on page 38 depicts the intent of the general course designation.

General Course Designation

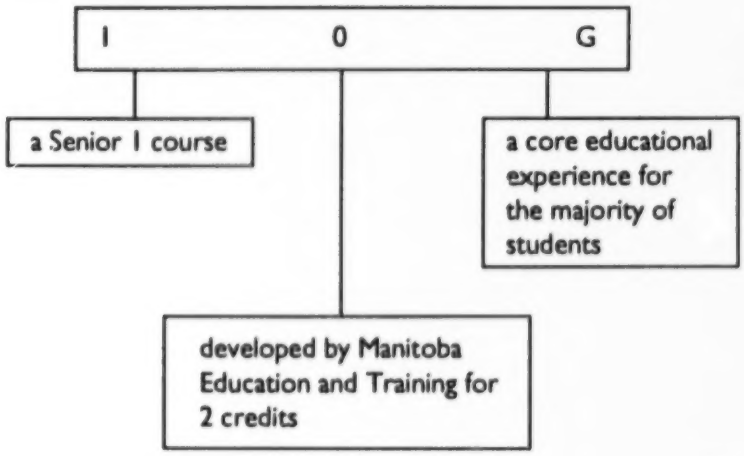

Core Curriculum
Teaching and learning are based on the subject area goals and objectives as outlined in the mandated core curriculum document(s)[7]
Learning experiences are differentiated to meet diverse student needs. Differentiation applies to
• goals and objectives
• materials
• teaching approaches
• evaluation
Evaluation
Criteria are tied to the core curriculum's goals and objectives
Credit
Course credit is awarded on the basis of achievement related to the goals and objectives of the mandated core curriculum

[7] The curriculum documents referred to are:
English Language Arts: Overview K-12 (1988)
English Language Arts: Grades 9-12 (1987)
English Language Arts: Senior Years (9-12) (1991).

For the majority of students, Senior 1 and 2 English Language Arts will be delivered as core curriculum using the existing curriculum documents. Using the new course numbering system, which is outlined on pages 8-11 of **Implementation of the High School Review** (June, 1992), Senior 1 and 2 core English Language Arts are reported as follows

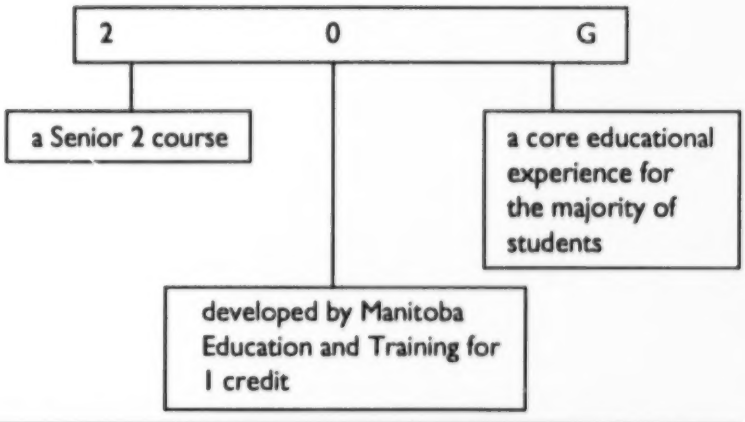
Senior 1

English Language Arts 10G (2 credits)


1
0
G
a Senior 1 course
a core educational experience for the majority of students
developed by Manitoba Education and Training for 2 credits

Senior 2

English Language Arts 20G (1 credit)


2
0
G
a Senior 2 course
a core educational experience for the majority of students
developed by Manitoba Education and Training for 1 credit

Modified Course Designation

The modified course designation (M) provides a designation for courses where the curriculum (i.e., the mandated core curriculum) has been modified to take into account the capabilities of students with special needs.

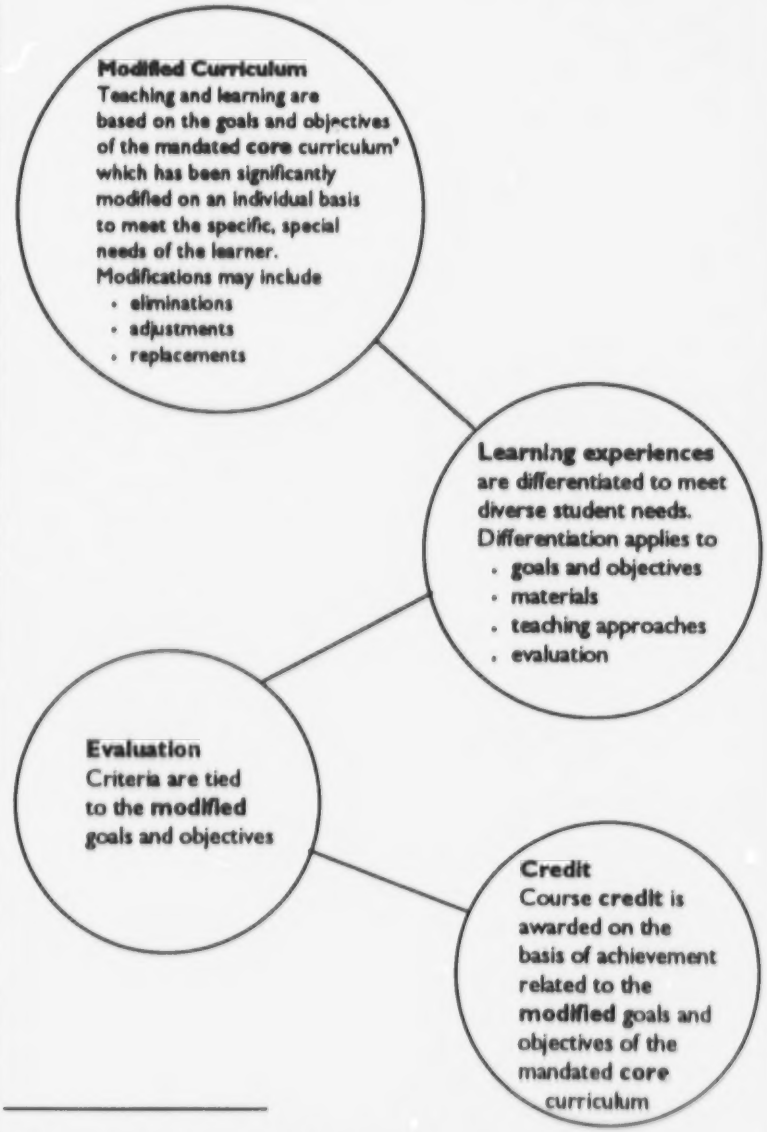
The modified course designation is **not** a replacement for the former 01 and 04 reporting codes. The modified course designation is intended for a **very limited number of students**. Manitoba Education and Training does **not** intend full class groupings of students in a modified course. The needs of most students can be met within the goals and objectives of the core curriculum using a differentiated approach to learning and teaching.

Where the goals and objectives of the core curriculum are assessed to be inappropriate for a learner, a modified course[8] may be delivered and reported. **Guidelines for Modified Course Designation, Senior 1-4** (1993) outlines the process for defining modified courses, defining the learner for whom a modified course is appropriate, defining curriculum modifications, identification procedures, the collaborative process for deciding on a modified course, and setting up, delivering, evaluating and reporting a modified course. Any student who is to be assigned a modified course designation **must** have had an Individualized Education Plan (IEP) completed in writing at the **beginning** of the school year; the IEP will outline **how** and **why** the core curriculum is being modified.

The diagram on page 41 depicts the intent of the modified course designation.

[8] It is the core curriculum which is to be modified.

Modified Course Designation

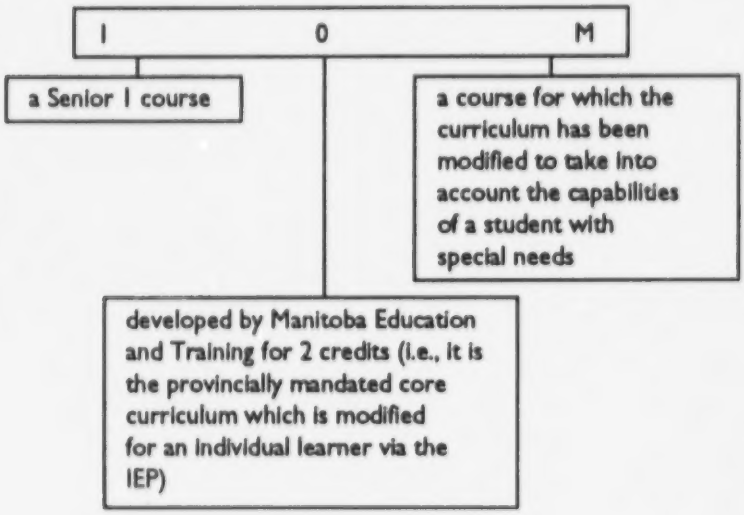

Modified Curriculum
Teaching and learning are based on the goals and objectives of the mandated core curriculum[1] which has been significantly modified on an individual basis to meet the specific, special needs of the learner.
Modifications may include
• eliminations
• adjustments
• replacements
Learning experiences
are differentiated to meet diverse student needs.
Differentiation applies to
• goals and objectives
• materials
• teaching approaches
• evaluation
Evaluation
Criteria are tied to the modified goals and objectives
Credit
Course credit is awarded on the basis of achievement related to the modified goals and objectives of the mandated core curriculum

[1] The curriculum documents referred to are:
English Language Arts: Overview K-12 (1988)
English Language Arts: Grades 9-12 (1987)
English Language Arts: Senior Years (9-12) (1991)

Using the new course numbering system, Senior 1 and 2 modified English Language Arts courses are reported as follows

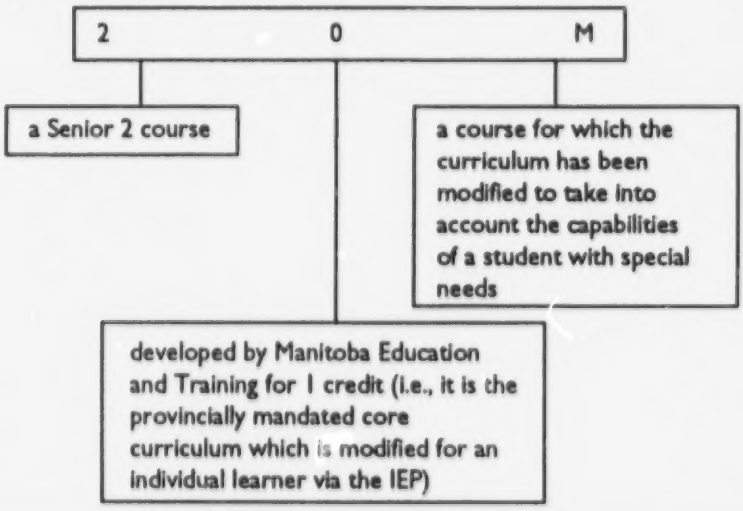
Senior 1

English Language Arts 10M (2 credits)


1
0
M
a Senior 1 course
a course for which the curriculum has been modified to take into account the capabilities of a student with special needs
developed by Manitoba Education and Training for 2 credits (i.e., it is the provincially mandated core curriculum which is modified for an individual learner via the IEP)

Senior 2

English Language Arts 20M (1 credit)


2
0
M
a Senior 2 course
a course for which the curriculum has been modified to take into account the capabilities of a student with special needs
developed by Manitoba Education and Training for 1 credit (i.e., it is the provincially mandated core curriculum which is modified for an individual learner via the IEP)

ESL Course Designation

The ESL course designation (E) provides a designation for courses designed to assist students for whom English is not a first language in making a transition into a regular English language program.

The diagram on page 44 depicts the intent of the ESL designation.

Guidelines for ESL Course Designation, Senior 1-4, will be developed.

ESL Course Designation

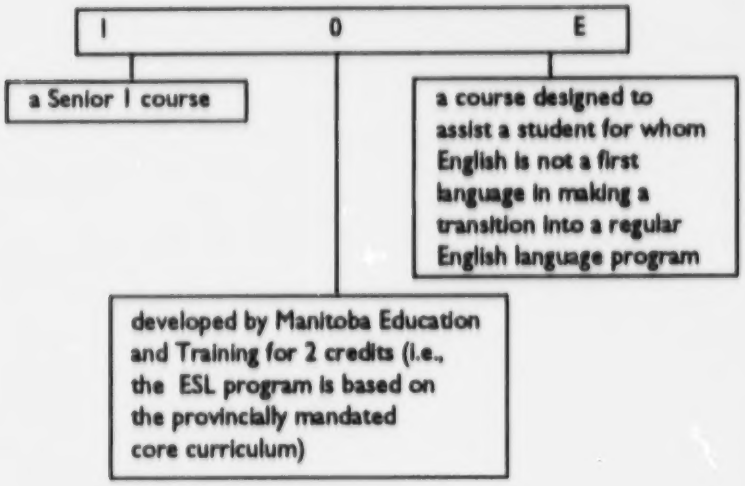
ESL Curriculum
Teaching and learning are based on the goals and objectives of the mandated core curriculum[10] which has been adapted to meet the specific, special needs of the ESL learner
Learning experiences are differentiated to meet diverse student needs. Differentiation applies to
• goals and objectives
• materials
• teaching approaches
• evaluation
Evaluation
Criteria are tied to the goals and objectives as they have been adapted for the ESL learner
Credit
Course credit is awarded on the basis of achievement related to the adapted goals and objectives of the mandated core curriculum

[10] The curriculum documents referred to are:
English Language Arts: Overview K-12 (1988)
English Language Arts: Grades 9-12 (1987)
English Language Arts: Senior Years (9-12) (1991).

Using the new course numbering system, Senior 1 and 2 ESL English Language Arts courses are reported as follows:

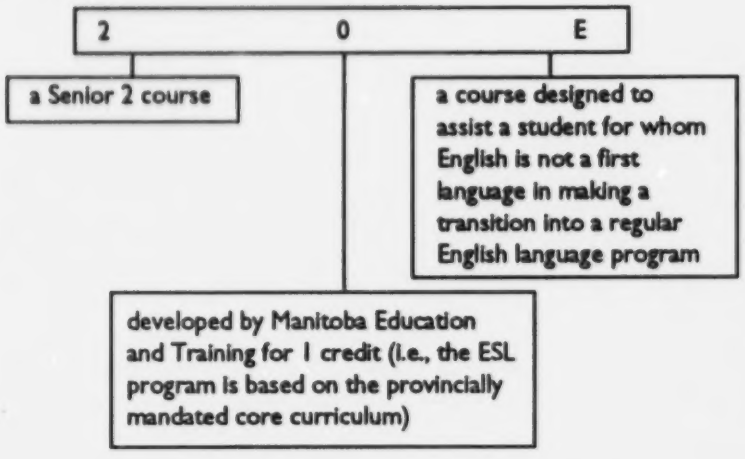
Senior 1

English Language Arts 10E (2 credits)


1
0
E
a Senior 1 course
a course designed to assist a student for whom English is not a first language in making a transition into a regular English language program
developed by Manitoba Education and Training for 2 credits (i.e., the ESL program is based on the provincially mandated core curriculum)

Senior

English Language Arts 20E (1 credit)


2
0
E
a Senior 2 course
a course designed to assist a student for whom English is not a first language in making a transition into a regular English language program
developed by Manitoba Education and Training for 1 credit (i.e., the ESL program is based on the provincially mandated core curriculum)

Specialized Course Designation

There will be **no** specialized course designation for Senior 1 and 2 English Language Arts.

Applied Course Designation

There will be **no** applied course designation for Senior 1 and 2 English Language Arts.

VII. Senior 3 and 4

VII. Senior 3 and 4

What Will Happen at Senior 3 and 4?

Consultation with partners in education related to the specifics of high school review implementation at Senior 3 and 4 continues.

It is the intention of Manitoba Education and Training to provide a variety of curricula across subject areas in Senior 3 and 4 to allow students to prepare most effectively for their post-secondary goals, and for their futures in an increasingly complex society.

Specifics related to English Language Arts at Senior 3, Senior 4, 1st credit, and Senior 4, 2nd credit, will be announced shortly.

In Senior 4, 2nd credit, a new elective will be developed for reporting as a general course designation; the existing four electives will be reported as specialized course designations.

VIII. Conclusion

VIII. Conclusion

How Will Teachers be Supported in the Change Process?

Professional development opportunities for teachers, administrators, trustees, and parents are available by contacting the English Language Arts Consultant. These professional development opportunities can address any of the elements outlined in this document or in the curriculum guides. The address is

Curriculum Services Branch
Manitoba Education and Training
409-1181 Portage Avenue
Winnipeg, Manitoba R3G 0T3
Telephone: 945-6880
Toll Free 1-800-282-8069, extension 6880
FAX 945-3042

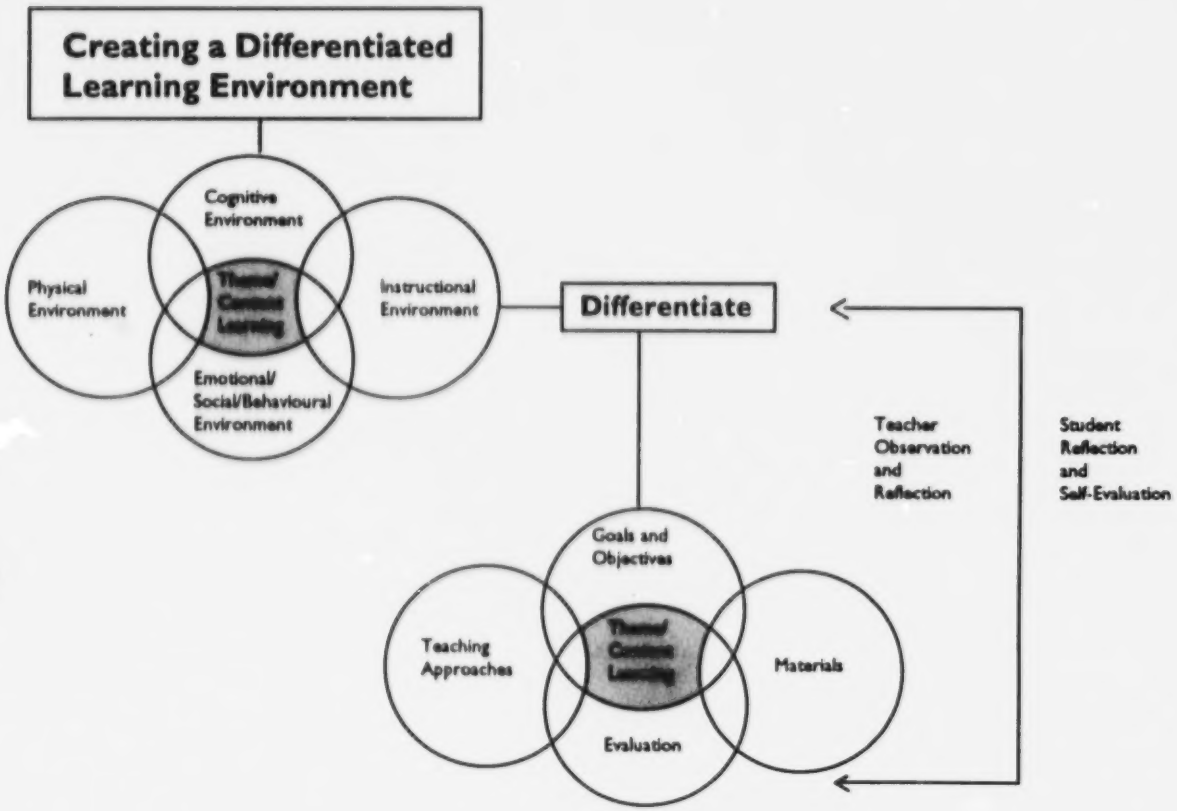
Appendices

Appendix A: **Creating a Differentiated Learning Environment**

Appendix B: **Streaming: A Discussion Paper**

Appendix A

Classroom Learning Environments



Teacher Observation and Reflection

Student Reflection and Self-Evaluation

Appendix B

Streaming: A Discussion Paper

Prepared by
Planning, Research and Policy Coordination
Manitoba Education and Training
Dr. John Didyk, Executive Director

Introduction

The issue of streaming, tracking or ability grouping is one which educators have grappled with for some time. A great deal has been written about this topic and opinions are strongly held.

This discussion paper places this issue in the broad social and educational context. While the focus for the paper is on streaming, it must be recognized that other areas, of necessity, will be touched upon and that streaming itself must be seen as a part of a large and complex set of issues. It is inextricably linked to other important areas and issues such as assessment, standards, "at-risk" students, the gifted, and the integration of students with special learning needs. The practise of streaming must also be considered from the point of view of the purpose and goals of education. The skills, knowledge, and personal qualities that students require in a modern, global society provide a backdrop for consideration of these issues.

This paper is organized into several components. A sketch of key societal trends, their implications for education, and a conspectus of educational goals in Manitoba are followed by a description of streaming practices and an analysis of the changing educational framework. The paper then attempts to articulate the reasons commonly given for streaming, and the assumptions underlying the practice. Observations are made on the available research and literature on the topic. Finally, concluding comments and a brief discussion of some alternatives are presented.

It is hoped that the paper can stimulate considered discussion on the question of the use of streaming practices in schools.

Context

The following serve to highlight significant world trends

- the international marketplace as the arena for economic activity

- instantaneous world-wide mass media
- increasing use of co-operative approaches (multi-disciplinary teams, strategic partnerships, and joint ventures)
- thrust for "sustainable economic development" linking the economy, culture, and the environment
- increased frequency of job changes requiring generic transferable skills, including learning skills
- growth of small businesses/individual entrepreneurs
- increasing role of leisure
- greater variety of life and consumer choices
- knowledge explosion and rapid technological advancement
- increasingly complex social issues: Free Trade, abortion, tax reform, and environmental protection
- increasing diversity of people: immigration, women in the workplace, changes in family structure

The implications of these trends for individuals and society include the following concepts

- to compete and survive, individuals must develop a wide range of skills including communication, problem solving, moral reasoning, and interpersonal skills. Personal qualities needed include risk-taking, self-directedness, initiative, and a sense of social responsibility

- society must encourage individuals to develop their unique potential. This relates both to the drive for self-fulfilment and expression as well as to a recognition that if economic security and social harmony are to prevail society depends on the unique strengths of individuals from all segments

- individuals and society require the capacity to deal with high degrees of integration, interdependence, and competitiveness

The goals of the K-Senior 4 educational program in Manitoba are based upon a commitment to meeting the needs of the individual learner and society. Specifically, the goals are to

- focus on the whole child (intellectual, physical, spiritual, social, emotional, and moral development) in partnership with family and community

- emphasize providing a solid core foundation
- foster a love of learning and the development of self-directed learning
- emphasize interpersonal and communication skills

Streaming

Schools of the past fifty years or so have used various forms of streaming. It is in recent years, however, that streaming practices have become pervasive. In the past, certain students simply did not attend school (disabled, mentally handicapped), or they left early when further schooling was not considered to be useful for them.

Today, the school's mandate is to serve all students, and these students are increasingly diverse. One of the school's responses to this diversity has been streaming. Schools stream students as a means of dealing with two types of diversity: different levels of perceived cognitive ability, and different individual needs for specialized knowledge and skills. "Ability grouping" at the elementary level is an example of the first, while the second is an explicit intention of "tracking" practices at the high school level. This distinction is not, however, always clearcut.

Table 1 presents a descriptive picture of the range of practices that constitute streaming in today's schools.

Changing Educational Framework

It is impossible to consider the practice of streaming without examining the framework of education, including curriculum design, learning theory, and teaching practices, in which it is grounded. The societal context for, and some of the elements of, this framework have now changed. Table 2 is a parallel presentation of what might be called the traditional and evolving educational frameworks.

Table I

	Comprehensive Ability Grouping	Curriculum Tracking
Structure	• between-classes (enrichment, regular, remedial) • within-classes (smaller ability sub-groups) • crossgrade, ungraded, graded	• different subject levels ("00," etc.) • different programs (vocational, academic, etc.)
Scope	• all subjects • selected subjects (usually reading and mathematics) • usually same (or similar) content	• selected subjects (usually mathematics and sciences) • wholly differentiated program • usually different content
Mobility	• placement continually re-evaluated • placement altered only at specified times or year end • based on performance	• prerequisite requirements, course sequences, scheduling • based on performance
Assignment	• assignment based on aptitude/ability tests, professional judgement and discretion	• assignment based on some combination of past achievement, judged ability/aptitude, expected post-secondary outcomes, student interests
Special Population	• gifted/talented • special learning needs • "at risk" • slower learners	• gifted/talented • special learning needs • "at risk" • slower learners • vocational, academic, general

Table 2

Traditional Educational Framework	Evolving Educational Framework
• segregation/fragmentation/categorization of students and subjects	• integration of students and subjects: emphasis on understanding and being able to apply interdisciplinary content in meaningful ways
• rational/linear/sequential approaches	• rational/intuitive/experiential/sequential and non-sequential approaches
• a focus on the cognitive dimension; academic focus	• integration of intellectual, emotional, physical, and spiritual dimensions; understanding of self, family, work, and community
• emphasis on specialization	• emphasis on broad understanding and generic skills
• curriculum packaged in the form of guides for teachers, not for students	• learner-centred curriculum and approaches
• learning occurs primarily in the classroom	• learning occurs everywhere
• learning occurs through external reward systems	• intrinsic rewards/self-motivation primary
• learning ends with the end of schooling	• life-long learning
• measures of ability are quantitative and based on the normal curve	• focus on individual potential; recognition of multiple intelligences
• emphasis on rote learning	• content is the raw material for thinking, understanding, and know-how
• teachers dispense knowledge	• teachers facilitate learning
• emphasis on lecture and other didactic approaches	• emphasis on enquiry methods, co-operative learning, individualized instruction
• teachers specialize on subject basis	• interdisciplinary teams, subject integration

Reasons and Assumptions

The following present the major reasons given in practice and in the literature for the use of streaming. The assumptions underlying each reason are explored.

Reason #1

Students are different, have different abilities, and have to be grouped accordingly.

- if students are not streamed, high ability students become bored and low ability students are frustrated
- it is unfair to hold high ability students back
- without streaming, programs and standards are sacrificed
- students need to be with others who are like them
- it is acceptable not to stream average students, but what do you do with the top 4-10 percent and the bottom 5-10 percent

Assumptions

- students are grouped on the basis of "ability" or "aptitude" assuming that this is the appropriate central grouping characteristic
- assumptions are made about the nature of "ability" or "aptitude"; the cognitive dimension is emphasized and is assumed to remain static over time
- assumes that we can accurately categorize/label students of similar cognitive ability
- assumes that children learn best when grouped with others of similar cognitive ability
- assumes students are best motivated by being with like-ability peers
- assumes that aspiring to placement in a high ability group serves as an important intrinsic motivator

Reason #2

Students have different interests and career aspirations. You have to stream to provide for these different paths.

- the requirements of universities are quite different than those of colleges or the workplace
- not everyone can be successful at university
- you need to provide something for the students who don't go on to university (who constitute the vast majority)
- students need to be with others who are like them
- some students are only interested in a job

Assumptions

- assumes that eliminating streaming would mean instituting uniform curricula and approaches for all
- assumes that it is possible to identify a homogeneous group that has a common need for specialized knowledge and skills
- assumes that bright students go to university and not to business and industry
- assumes that "academic" students do not need preparation for the world of work, "vocational" students do not need rigorous academics, and "general" students do not need either
- assumes that students are motivated and learn best when grouped with others having similar interests and aspirations

Reason #3

You have to group students for certain subjects such as reading, mathematics, and sciences.

- grouping is needed for subjects with greater "cognitive rigour"; those subjects that are more in the "affective domain" need not be streamed
- students must be grouped to learn subjects that require a highly structured, sequenced approach to learning
- keeping students together is fine in subjects like art or even history for the development of "soft" skills like interpersonal skills, communication skills, and creativity; it doesn't work for the "hard core academics"

Assumptions

- assumes that it is possible and meaningful to separate "cognitive" and "affective" aspects of learning
- assumes that learning some subjects is restricted to a linear process of mastering simple, concrete skills and concepts and building upon these to more complex and abstract ones
- see also "assumptions" for Reason #1

Reason #4

It may be ideal to individualize education, but it is just not reasonable to do so.

- grouping students is a way of using limited time and resources more efficiently
- teachers cannot effectively manage a classroom of students with an extreme diversity of abilities
- classes are too large to allow for individualization

Assumptions

- assumes that alternative strategies and approaches would require more time and resources
- assumes the continued use of current practices, instructional techniques and curriculum, and role of the teacher

Research and Literature

The research and literature on streaming must be examined with caution. Research has examined a wide range of practices at the elementary and secondary levels. Drawing conclusions from this diverse body of research is difficult. There are methodological concerns such as the tendency to ignore the total learning environment as well as the fact that many of the findings have been contradictory. However, the most serious limitation of the streaming research and literature is that it is grounded in the rationales and assumptions described above. A small number of the most recent studies and articles begin to separate out the underlying assumptions. In particular, little of the research on streaming reflects

such developments in our thinking about, for example, the importance of addressing the whole child, and a redefinition of cognitive ability and ability in general.

With these limitations in mind, the following are some observations of the research and literature on streaming

- group assignment is consistently correlated with gender, race, and socio-economic status; studies that controlled for measures of ability still found correlations

- research raises concerns about the ways in which students are assigned to groups (including the validity/reliability of achievement tests, teachers' perceptions, student choice, counsellor advice concerning post-secondary outcomes, ability being defined by one characteristic like reading, and even organizational variables such as the number of seats available)

- research on the effects of grouping on attitudes have produced contradictory results. Some studies indicate that placement in low ability groups and vocational tracks lowers self-image, produces negative attitudes toward school and subject matter, and lowers post-secondary aspirations. Other studies find no effects or even suggest the opposite, that high ability students become less "smug" when taught with their intellectual peers while lower ability students gain in confidence by being with like-ability peers. Vocational students are alternatively seen as gaining in confidence within a separate program and suffering from a second-class mentality by being segregated

- examinations of classroom practices and climate suggest that academic and high ability classes have fewer disruptions and a greater learning-focused environment. Teachers use a greater variety of instructional techniques, hold higher expectations of students, and provide more constructive feedback in the high ability and academic classes. These classes are also seen as the more desirable teaching assignments

- a few studies have noted differences in extra-curricular participation on the part of students from different groups and have demonstrated that students tend to form friendships with same-group peers

- streaming effects may be influenced by the visibility of the groupings (does everyone know who the high and low groups are?), the degree of overall academic focus of the school (a strong school-level academic focus is thought to reduce the negative effects of grouping), the extent of the grouping (the effects may be more positive if grouping is limited to specific skill or subject areas), and the degree of mobility between tracks (negative effects are reduced if groups are frequently adjusted and students are moved upward and not only downward)

- studies usually find improvements in cognitive achievement measures for high ability students when ability grouping is used. The usual finding for all others is that when ability grouping is used achievement is no better (and is often worse) than an ungrouped approach

- the post-secondary outcomes of students from different tracks show consistently different patterns. Achievement measures consistently favour academic track students. Much, although not all, of the achievement differences in mathematics and science between students in various tracks are explained by differences in the number and content of courses taken in these subjects

- research on the integration of children with special learning needs indicate positive effects on measured achievement and social development for both regular and exceptional students

- recent research is questioning the sequential and hierarchical view of learning subjects such as reading and mathematics

Conclusions and Alternatives

In light of societal trends, Manitoba's K-Senior 4 goals, the literature and research on streaming, and the new literature on curriculum and learning theories, it is concluded that streaming is limited in

meeting the goals of the K-Senior 4 program. The reasons for this conclusion are as follows

- as an instructional strategy, streaming is deeply cast in the educational system of the industrial society. The concept of streaming is central to the learning theories, curriculum design, and teaching strategies of that era. As the societal context has changed, new approaches are needed

- the consistent correlations between group assignments and gender, race, and socio-economic status strongly suggest that methods used to stream are biased. There is a growing public sentiment concerning the labelling of students, particularly when the fairness and accuracy of measures used for such labels are questionable

- there are empirical reasons to believe that the positive effects of segregating high ability students arise from the quality and expectations of the learning environment itself as opposed to the strategy per se. Similar concerns are raised by this finding as the group assignment process noted above

- the practice of streaming, because it selects certain attributes and ignores others, inherently undermines the importance of understanding the whole self and its relationship to others. Our present social and educational policies (e.g., multiculturalism, human rights, special needs) are based on the recognition that people differ in their values, behaviours, and lifestyles, and that they must interact, learn, and feel comfortable with others who are different in race, religion, social or educational levels, or personal attributes. This is not only desirable but necessary due to the growing interdependence of individuals in our world

- streaming is limited as a strategy for meeting the individual needs and interest of students. Individual differences within a homogeneous group (however defined) are as diverse as they are in a heterogeneous group. In a society where uniqueness, initiative, and self-reliance are valued, it is increasingly counter-productive to impose artificial and inflexible grouping. Hetero-

geneous groups afford the diversity and dynamics that are needed to foster the skills and qualities that are so much needed today

Recognizing the limitations of streaming, there are feasible alternatives available to meet the goals of our K-Senior 4 program.

Central to these are

Curriculum Revision: This could involve defining core units within each subject area which would form the common learning experience for all students in an integrated setting. Supplementary supports (computers, aides, tutors, individualized instruction, etc.) would be provided to assist slower learners. Optional units within the same subject area would be made available in this integrated setting for those students wishing to specialize or delve more deeply into the subject area.

Instructional Approaches:

- use of a variety of methods to meet diverse learning needs (e.g., inquiry methods, co-operative learning, individualized instruction)
- role of teacher as facilitator of learning
- interdisciplinary approaches
- appropriate use of educational technology (work simulations, computer-simulated science experiments, interactive video, distance education)

The intent of the information presented in this paper is to stimulate discussion on the use of streaming practices in schools as educators reflect, talk, and make decisions about the grouping arrangements most suitable for their particular students. Additional information related to grouping issues is contained in **Strategic Instruction: Differentiating Teaching and Learning Across the Curriculum, Senior 1-4**, (1983). A collection of articles is available through the Curriculum Services Branch (see page 53 for the address and telephone number). It is hoped that any decision-making process related to student grouping will involve considerable dialogue among educators, parents, students, and trustees in a particular division or school prior to grouping decisions being reached and implemented.

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